

Regular Meeting

Wednesday, September 13, 2017 7:00 PM
Auditorium, 129 Church Street, Bristol, CT 06010

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE**

2. **APPROVAL OF MINUTES**

3. **COMMITTEE REPORTS**

Presenter:
Commissioners

4. **CHAIRMAN REPORT**

5. **SUPERINTENDENT REPORT**

6. **CONSENT AGENDA**

6.1. Personnel

6.1.a. Teacher Retirement

6.1.b. Teacher Resignations

6.1.c. New Teacher Hires - Effective August 28,
2017

6.1.d. Administrator Request for an Unpaid Leave
of Absence

6.1.e. A-1 Resignation - Effective August 23,
2017

6.1.f. A-1 Appointments - Effective August 28,
2017

6.1.g. A-2 Resignation - Effective August 29,
2017

6.1.h. A-2 Appointments - Effective August 28,
2017

6.1.i. A-3 Resignation - Effective August 28,
2017

6.1.j. A-3 Appointments - Effective August 28,
2017

6.1.k. Coaching Resignations

6.1.l. Coaching Appointments

6.2. Grants

6.2.a. Edgewood/Stocker Foundation Grant

6.2.b. Homeless Grant

7. **PUBLIC COMMENT**

8. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM
REPORTS ***

8.1. Staffing Update

Presenter: Dr. Sam
Galloway

8.2. Thanksgiving Day Game Discussion *

9. POLICY REVISION

9.1. Policy 4140: - Personnel - Certified -
Compensation Guides and Contracts - Removal

9.2. Policy 5113.2 - Truancy/Chronic Absenteeism -
New

9.3. Policy 5113 - Attendance/Excuses/Dismissals

9.4. Policy 5114 - Suspension/Expulsion

9.5. Policy 5125 - Mandatory Revision of the Student
Records Policy

9.6. Policy 6146.2 - Statewide Summative Assessment

10. NEW BUSINESS

11. INFORMATION

12. LIAISON REPORTS

13. ADJOURNMENT

BOARD OF EDUCATION
Bristol, Connecticut
August 16, 2017 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, August 16, 2017 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut. **To see the meeting and hear full reports please go to: <http://nutmegtv.org/video-on-demand/single/?id=34862>.**

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, David Mills, City Council Liaison

EXCUSED: Commissioner Karen Hintz

CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:01 p.m. and asked the audience to stand for the Pledge of Allegiance.

A moment of silence was observed for Stephen Beal a Special Education Teacher from 9/2/75 to 6/30/00 and Astrid Beckstrom an Elementary Teacher from 9/3/63 to 6/30/01.

APPROVAL OF MINUTES

July 5, 2017 – Regular Meeting Minutes

On motion by Commissioner Taylor and seconded by Commissioner Grabowski it was

VOTED: That the Board of Education approve the minutes from the July 5, 2017 Regular Meeting as written. Commissioners Dube and Scott abstained.

COMMITTEE REPORTS

Student Achievement

Commissioner Dube wanted to speak briefly about the district's SAT results, because there will be a more detailed presentation at a later date. As the committee chair she is very interested in finding out why our scores went down. However, she wanted to remind the public that our current DRG (which is G) is a great barometer for how we are doing. We have shown consistent improvement year after year and currently our SAT results put us second and third in our DRG and that is great news.

Operations

In Commissioner Hintz's absence, Chairman Wilson shared background information to a motion that will be read by Commissioner Vibert. Back in January Representative Zioagas organized a tour of Memorial Boulevard School with the Building Committee, following the tour there was discussion about turning the building into an intradistrict magnet school for the performing arts, managed by the Bristol School district. There was a lot of discussion with the Department of Administrative Services, and they have encouraged us to put in an application. Last night the Operations committee spoke at length about the idea. From the State's point of view it will reduce costs; currently 100 of our students attend a performing arts magnet at a cost of \$5,000 per student for transportation which the state pays for. We believe it has a lot of benefits, Bristol has a strong arts program and it is clear that parents are looking for a themed art school for their students to attend. We have created a brief prospectus which we have given to the state, and we are at the next stage. We will need board approval, and then it will go to the Board of Finance and City Council. We will be asking for an item to be added to the agenda for discussion.

Operations – con’t

On motion by Commissioner Vibert and seconded by Commissioner Dube it was unanimously

VOTED: *That the Board of Education add under New Business the discussion and possible vote of the interdistrict magnet school at Memorial Boulevard.*

Policy

Commissioner Taylor reported that the committee met on August 14th and will bring the reviewed policies to the next meeting.

CHAIRMAN REPORT

Chairman Wilson reported that he was interviewed by Fox 61 advocating for the State to finalize the budget. He also spoke at a call for action event where he shared how unusual it is to begin school without the fiscal budget set.

SUPERINTENDENT REPORT

End of Year Report

Dr. Solek reported that she attended the Commissioner’s Annual Back to School Convocation yesterday. It was different than it has been in the past, it was primarily about funding and lack thereof at the State level. Fran Rabinowitz the new Director of CAPSS did an excellent job framing the needs and concerns of the Superintendents and their districts. Bristol is gearing up for an exciting opening we will be finalizing plans at Full Council next week, new teachers will also meet next and teachers will return on Monday, August 28th following the Annual Convocation held at Bristol Central. We are prepared to provide a solid and positive educational experience for all of our students.

CONSENT AGENDA

Commissioner Vibert asked that a position in Item 6.1.c - New Teacher Hires be pulled out. She is asking that the Speech Language position at Edgewood School be removed; due to all of the hiring requirements not being met.

Commissioner Vibert also asked that item 6.1.a - Administrators Hired be pulled out for Dr. Moreau to speak about.

On motion by Commissioner Caggiano; seconded by Commissioner Dube it was unanimously

VOTED: *That the Board of Education approve the following Consent Agenda with the exception of the items that were removed:*

Teacher Resignations

Barbara McLean – EPH – Special Education – Effective July 14, 2017

Justin Phee – CHMS – Psychologist – Effective June 30, 2017

New Teacher Hires - Effective August 28, 2017

Danielle Autencio –EPH – Special Education

Anne Bartelmo – CHMS – Speech Language Pathologist

Kristin Daboul – EPH – Speech Language Pathologist

James Deschaine – BEHS – Special Education

Melissa Graffam – ID – Psychologist

New Teacher Hires - Effective August 28, 2017 – con’t

Barbara Joliat – BEHS – Latin
 Rocco Martino – WB – Technology Education
~~Mary McLaughlin – EDGE – Speech Language - Removed~~
 Michelle Sampiere – BCHS – Business
 Anamarie Stabile – CHMS – Science, Grade 8
 Patricia Whitney – STAF/NEMS – Speech Language

A-1 Teacher Resignation - Effective July 31, 2017

Matthew Boissonneault – BCHS – Team Leader – Quest

A-1 Appointment – Effective July 3, 2017

Emily Gomes – BEHS – Special Education Department Head
 Shawn Mirmina – BCHS – Guidance Department Head

Appointment of Personnel under the A-2 Schedule for the 2017-2018 School Year

<u>BRISTOL CENTRAL HIGH SCHOOL</u>	<u>NAME</u>
Band Auxiliary Unit Advisor - Flags & Majorettes	Theresa Nodine
Band Auxiliary Unit Advisor – Dance	Vacant
Class Co-Advisor, Freshman	Michelle Collins
Class Co-Advisor, Freshman	David Greenleaf
Class Co-Advisor, Sophomore	Kerilyn Machol
Class Co-Advisor, Sophomore	Elizabeth Rossier
Class Co-Advisor, Junior	Lea McCabe
Class Co-Advisor, Junior	Joanne Ceglarski
Class Co-Advisor, Senior	Kathleen Archibald
Class Co-Advisor, Senior	Anya Rochester
Drama Advisor - Head	Lindsey DiPietro
Drama Advisor - Co-Assistant	Gina Gallo-Reinhard
Drama Advisor - Co-Assistant	Lea McCabe
F.B.L.A. Advisor (Vocational Club)	Laurie Roberge
F.C.C.L.A. Advisor (Vocational Club)	Vacant
Instructional Technology Coordinator	Gerard Plourde
Instrumental: Band Advisor	John Abucewicz
Jazz Band Advisor	John Abucewicz
Percussion Advisor	Vacant
Math League Advisor	Kelly McCabe
Musical Advisor (2nd semester only)	Marissa Levy
National Honor Society Advisor	Paul Pinette
Newspaper Advisor - <i>Rampage</i>	Jennifer Plourde
Performing Groups Advisor – Madrigals	David Nelson
Bell City	David Nelson
<i>Signatures</i> Advisor (magazine)	Vacant

Student Council Advisor	Sarah Hertzler
Technology Student Association Advisor (Voc. Club)	Vacant
Yearbook Advisor - Circulation	Kathleen Archibald
Yearbook Advisor - Editorial	Leslie Fernandez
<u>BRISTOL EASTERN HIGH SCHOOL</u>	<u>NAME</u>
Band Auxiliary Unit Advisor - Flags & Majorettes	Vacant
Band Auxiliary Unit Advisor – Dance	Vacant
Class Advisor, Freshman	Michael LeClair
Class Advisor, Sophomore	Lucia Infante
Class Co-Advisor, Junior	Penney Borovsky
Class Co-Advisor, Junior	Raymond LeCara
Class Co-Advisor, Senior	Joanne Peluso
Class Co-Advisor, Senior	Eric Steinfeld
Drama Advisor - Head	Allen Grunerud
Drama Advisor - Assistant	Wendy Miller
D.E.C.A. Advisro (Vocational Club)	Vacant
F.B.L.A. Advisor (Vocational Club)	Vacant
F.C.C.L.A. (Vocational Club)	Vacant
Instructional Technology Coordinator	Janet Birsch-Kenney
Instrumental: Band Advisor	Amy Dauphinais
Jazz Band Advisor	Amy Dauphinais
Percussion Advisor	Vacant
Math League Co-Advisor	Laurie Gammons
Math League Co-Advisor	Vacant
Musical Advisor (2 nd semester only)	Robert Tomasulo
National Honor Society Co-Advisor	David Bittel
National Honor Society Co-Advisor	Laurie Gammons
Newspaper Advisor	Raymond LeCara
Performing Groups Advisor – Madrigals	Michael Coderre
Strawberry Fields	Michael Coderre
Student Council	Creighton Paquette-Claman
Technology Student Association Advisor (Voc. Club)	Gregory Diaz
<i>Voices</i> Advisor (magazine)	Joanne Peluso
Yearbook Advisor - Circulation	John Harris
Yearbook Advisor - Editorial	Marc Zimmerman
<u>CHIPPENS HILL MIDDLE SCHOOL</u>	<u>NAME</u>
Instructional Technology Coordinator	Julie Prescott
Performing Groups – Choral	Angela Lomaglio

Instrumental	Lisa LaDone
Technology Student Association Co-Advisor (Voc. Club)	Sarah Brown
Technology Student Association Co-Advisor (Voc. Club)	Rodney Ellsworth
Technology Student Association Co-Advisor (Voc. Club)	Robert McConnell
<u>NORTHEAST MIDDLE SCHOOL</u>	
Instructional Technology Coordinator	Vince Jennetta
Performing Groups – Choral	Angela Lomaglio
Instrumental	Sharon Vocke
performing	Lisa Carroll
Technology Student Association Advisor (Voc. Club)	Vince Jennetta
<u>GREENE-HILLS K-8</u>	
Instructional Technology Coordinator	Jeffrey Simons
Performing Groups – Choral	Christine Sipes
Instrumental	Sarah DiVenere
Performing	Margaret De Vito
Technology Student Association Advisor (Voc. Club)	Adam Sample
<u>WEST BRISTOL K-8</u>	
Instructional Technology Coordinator	Dean Russo
Performing Groups – Choral	Christine Sipes
Instrumental	Sarah DiVenere
Technology Student Association Advisor (Voc. Club)	Rocco Martino
<u>AIDE TO PRINCIPALS</u>	
Hubbell School	Vacant
South Side School	Maria Calabro
Stafford School	Vacant

A-3 Resignation - Effective June 30, 2017

Patricia Fish – NEMS – Gifted Co-Coach

Part Time Teacher Hired for Full Time Position

Romina Italia a .5 Biology teacher at BCHS has been hired as a full time Chemistry teacher at BCHS effective August 28, 2017.

Ed.D. Salary Credit - Effective September 1, 2017

Jonathan Maule – BEHS – Special Education

Megan Riley – WB – Special Education

Sixth Year Salary Credit – Effective September 1, 2017

Kathleen Fraser – SSS – Special Education

Georgina Rivera- EPH - Math Coach

Coaching Appointments

Erin Coombs – Head Cheerleading Coach – BCHS – effective 8/24/17

Lance Pepper – Asst. Volleyball Coach – BCHS – effective 8/24/17

Scott Sirianni – Soccer Coach – NEMS – effective 9/1/17

A-2 Coaching Appointments

BRISTOL CENTRAL

Head Football

Asst. Football

Asst. Football

Asst. Football

Asst. Football

Head Soccer-Boys

Asst. Soccer-Boys

Asst. Soccer-Boys

Cross Country

.5 Asst. Cross Country

Head Soccer-Girls

Asst. Soccer-Girls

Asst. Soccer-Girls

Head Volleyball

Asst. Volleyball

Asst. Volleyball

Head Swimming-Girls

Asst. Swimming-Girls

Head Basketball-Boys

Asst. Basketball-Boys

Asst. Basketball-Boys

Head Basketball-Girls

Asst. Basketball-Girls

Asst. Basketball-Girls

Head Indoor Track-Co-Ed

Asst. Indoor Track-Co-Ed

Head Wrestling

Asst. Wrestling

Asst. Wrestling

Head Baseball

Asst. Baseball

Asst. Baseball

Head Softball

Asst. Softball

Asst. Softball

Head Track &Field-Boys

Asst. Track &Field-Boys

Head Track &Field-Girls

Asst. Track &Field-Girls

Jeffrey Papazian

David Talmadge

Kevin Taylor

Matthew Gomes

Ryan Broderick

Nathen Jandreau

Brian Nass

David Greenleaf

Tamara Stafford-Kirk

Paul Ryskowski

Ginny Godbout

Kyle Phelan

Victoria Malick

Holly Willette

TBD

Lance Pepper

Adrienne Bentley

Jody Ceglarski

Timothy Barrette

Joseph DeFillippi

Kyle Plelan

Steven Gaudet

TBD

Monica Hayes

Kevin Taylor

Paul Ryskowski

Matthew Boissonneault

Matthew Krampitz

Jonathan Horan

Sumeet “Bunty” Ray

Shawn Mirmina

Kelly McCabe

Monica Hayes

Ginny Godbout

Katherine Mayer

Tamara Stafford-Kirk

Alasia Griebel - Matthew Boissonneault

Kiara Bonilla-Jusino

Kevin Taylor

Asst. Track &Field-Boys 1/2; Girls 1/2
Golf
Tennis-Boys
Tennis-Girls
Head Boys Lacrosse (Interim)
Asst. Boys Lacrosse
Head Cheerleading
Asst. Cheerleading
Faculty Manager

Paul Ryskowski
Timothy Barrette
Jeremy Sloate
Richard Block
Michael Gissas
TBD
Erin Coombs
TBD
Brian Archibald

BRISTOL EASTERN

Head Football
Asst. Football
Asst. Football
Asst. Football
Asst. Football
Head Soccer-Boys
Asst. Soccer-Boys
Asst. Soccer-Boys
Cross Country
.5 Asst. Cross Country
Head Soccer-Girls
Asst. Soccer-Girls
Asst. Soccer-Girls
Head Volleyball
Asst. Volleyball
Asst. Volleyball
Head Swimming-Girls
Asst Swimming-Girls
Head Basketball-Boys
Asst. Basketball-Boys
Asst. Basketball-Boys
Head Basketball-Girls
Asst. Basketball-Girls
Asst. Basketball-Girls
Head Indoor Track-Co-Ed
Asst. Indoor Track-Co-Ed
Head Wrestling
Asst. Wrestling
Asst. Wrestling
Head Swimming-Boys
Asst. Swimming-Boys
Head Baseball
Asst. Baseball
Asst. Baseball
Head Softball
Asst. Softball
Asst. Softball
Head Outdoor Track &Field-Boys
Asst. Outdoor Track &Field-Boys
Head Outdoor Track &Field-Girls
Asst. Outdoor Track &Field-Girls
Asst. Track &Field-Boys 1/2; Girls 1/2
Golf
Tennis-Boys

Anthony Julius
TBD
TBD
Richard Klett
Tyrell Holmes
William Sweet
Michael Greene
Sumeet "Bunty" Ray
Kyle Fuller
TBD
Scott Redman
Angelina Saporito
Eric Steinfeld
Stacy Rivoira
Kelly Lejeune
Stefanie Reay
Nichloas Daddabbo
Alyson Phelan
Sumeet "Bunty" Ray
David Parent
Ryan Raponey
Anthony Floyd
TBD
Mark Camden
Kyle Fuller
TBD
Bryant Lishness
John Benoit
AJ Julius – Jeff Haadad
Nichloas Daddabbo
Alyson Phelan
Michael Giovinazzo
Steven Gaudet
Richard Klett
Scott Redman
Enrico Lodivico
Nate Jandreau
Kyle Fuller
Michael Greene
Anthony Floyd
Andy Barton
Anthony Julius
Gregory Boulanger
Logan Bourke

<i>Tennis-Girls</i>	Barbara Lessard
<i>Head Boys Lacrosse (Interim)</i>	Ryan Fisher
Asst. Boys Lacrosse	TBD
Head Girls Lacrosse	Kyle Phelan
Asst. Girls Lacrosse	Kayla Policarpio
Faculty Manager	John Stavens
Head Cheerleading	TBD
Asst. Cheerleading	TBD

GRANTS

Bristol Education Foundation Grant (Bookmobile and Mentor Program)
CT Secondary Supplemental Enhancement Grant

Dr. Moreau wanted to speak to some of the administrative changes that have taken place over the summer. Congratulations to Marisa Calvi-Rogers for being appointed Principal at Bristol Eastern High School; Ryan Broderick for being named the Assistant Principal at Bristol Central High School; Carly Fortin has moved into the position of Director of the Office of Teaching and Learning and Mariliz Fitzpatrick has been named Dean of Students/Assessment Coordinator and Interim Assistant Principal, when the current Assistant Principal goes on a six month maternity leave. All of the new administrators were in the audience and stood to be recognized.

On motion by Commissioner Taylor; seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approved the following Administrators Hired:

Administrators Hired

Ryan M. Broderick – BCHS – Assistant Principal – Effective August 21, 2017

Marisa Calvi-Rogers – BEHS – Principal – Effective August 1, 2017

Mariliz Fitzpatrick – CHMS – Dean of Students/Assessment Coordinator – Effective August 21, 2017

Carly Fortin – BOE – Director of Teaching & Learning – Effective July 24, 2017

PUBLIC COMMENT

No members of the public wished to address the board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM

Staffing Update

Dr. Galloway provided a staffing update to the board. Currently our open positions are as follows: Grade 3 at Greene Hills, Social Studies at Bristol Central, Psychologist at Hubbell and a Psychologist at Bristol Central/Bristol Eastern however that position is in process, the recommendations have been forwarded, it has not been finalized yet. Five elementary teachers have been recalled due to resignations and/or retirements. Three secretaries that were laid off are still out; there may be one recall because of a library clerk position at Hubbell School. Questions followed regarding hiring diverse staff; the numbers of administrative applicants and the total number of layoffs in the district. Dr. Galloway will send an email with actual numbers of lost positions to commissioners.

Student Accident and Sports Insurance - 2017-2018

Dr. Moreau presented the Student Accident and Sports Insurance for the 2017-2018. There was a \$10.00 rate increase from the 16-17 school year. The rates are now \$18.00 for in school and \$93.50 for the year.

On motion by Commissioner O'Brien; seconded by Commissioner Taylor it was unanimously

VOTED: That the Board of Education approve the awarding of the Student Accident and Sports Insurance contract to Bob McCloskey Insurance in the amount of \$98,220.00.

Questions followed regarding how this insurance would be applied in case of a child's injury.

IDEA Grant Allocation

Dr. Dietter presented the IDEA Grant Allocation. He reported that the preliminary letter has been received. The IDEA is a federal grant, but is distributed through the Connecticut Department of Education. The tentative award amount is \$1,866,795, it is a preliminary number. We should have final numbers sometime in September. In comparison to 16-17 the grant is \$5,500 less.

State Budget Resolution

Chairman Wilson asked that State Budget Resolution be placed on the agenda for discussion. Several groups across the State are crafting the following motion to see if we can motivate our State legislatures to act on a budget.

Chairman Wilson read the resolution:

I, Christopher Wilson, Chairman of the Bristol Board of Education, a corporation organized and existing under the laws of the State of Connecticut, hereby certify that the following is a true and correct copy of a resolution duly adopted at a meeting of the Board Commissioners duly held and convened on August 16, 2017 at which meeting a duly constituted quorum of the Board of Education was present and acting throughout, and that such resolution has not been modified, rescinded or revoked, and is at present in full force and effect:

- *Whereas, the Bristol Board of Education has already made significant reductions in programs and services for our students and*
- *Whereas any further reductions taking place when the school year is about to begin would seriously disrupt the efforts to support the achievement of our students*
- *Therefore, be it resolved, that the Bristol Board of Education urges the Governor and the General Assembly to provide a phase in period for the implementation of any changes in state funding for public education.*

Also, I do further certify that the above resolution has not been in anyway altered, amended or repealed, and is now in full force and effect.

*IN WITNESS WHEREOF, I have hereunto set my hand and affixed the corporate seal of said company this **16th** day of **August, 2017**.*

Discussion followed regarding wording on the resolution.

On motion by Commissioner Vibert; seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the State Budget Resolution and forward it to the General Assembly and the Governor.

New Business

Interdistrict Performing Arts Magnet

Commissioner Vibert thanked Representative Ziogas for all of his work on getting this idea in motion.

Commissioner Vibert read the motion: That the Board of Education requests that the Bristol City Council authorize the Superintendent of School or her designee to submit an ED-049 to the Department of Administrative Services Office of School Construction for a renovation project at the former Memorial Boulevard School for the purpose of creating the Memorial Boulevard School of the Arts a Grade 6-12 Interdistrict Magnet School.

On motion by Commissioner Vibert; seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the Memorial Boulevard Interdistrict Magnet Arts School for Grades 6-12 and forward it to the City Council for consideration.

Discussion followed regarding: the anticipated time line from City Council's approval; where the funding for the project would come from; cost of personnel; feasibility study; possible school closures and the process the proposal would follow.

Commissioner Scott wanted to speak about the departure of the Finance Director and wanted to know more about it. He is concerned that in a year's time, we have had two different finance managers. Chairman Wilson shared that Mr. Nembirkow primarily resigned for personal reasons. As this is a personnel matter any further discussion should take place in Executive Session. The administration will be working with a agency in the interim; interviews will be conducted once the posting has closed.

Commissioner Caggiano raised the Fiscal Task Force discussion; he believes that now would be a good time to put together the fiscal task force comprised of three or four commissioners to begin working with the city. He would like to make it into a motion.

On a motion by Commissioner Caggiano; seconded by Commissioner Dube it was

VOTED: That the Board of Education authorize the Superintendent by the September meeting to assign a fiscal task force comprised of three or four commissioners of the Board of Education to start working with the City to consider things such as: combined services and continuation of the good communication we need to have with the Board of Finance and the City.

Chairman Wilson declared the motion **FAILED**, after a roll call vote of three (3) commissioners in favor of the motion, and five (5) Commissioners: O'Brien, Grabowski, Taylor, Vibert and Wilson opposed.

VOTE TO CONVENE INTO EXECUTIVE SESSION

On a motion by Commissioner Vibert; seconded by Commissioner Taylor it was unanimously

VOTED: That the Board of Education convene into Executive Session for the purpose of conducting the Superintendent's Evaluation. (8:00 p.m.)

EXECUTIVE SESSION

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson;

Executive Session was called to order at 8:11 p.m.

EXECUTIVE SESSION – con’t

Superintendent’s Evaluation

1. Presentation by Dr. Solek to Commissioners; Dr. Solek dismissed.
2. Discussion by Commissioners.

RECONVENE INTO PUBLIC SESSION to take any votes on items discussed in Executive Session

ADJOURNMENT

There being no other business to come before the Board of Education the meeting should adjourn. (9:58 p.m.)

Respectfully Submitted

Dina Mazzone

Dina Mazzone

DRAFT

Claire Consonni

I plan to use my communication and interpersonal skills, as an early elementary school teacher, to connect with each student I teach while exciting and inspiring them to become lifelong learners.

Education

University of St. Joseph

Master of Arts

Early Childhood and Special Education, 2016
Certification: Early Childhood and Special Education

Undergraduate Studies

Bachelor of Arts in Psychology, 2014
Sports Studies Minor, History Minor

University of Hartford

2010-2011: Undergraduate studies
Saint Paul Catholic High School
2006-2010

Work Experience

K-5 Numeracy Tutor: Linden Street School Plainville, Ct

November 2016-Present

- I have planned common core aligned math games and activities related to the EnVision math program. These games were implemented in the small group setting.
- I have worked alongside teachers to determine the needs of scholars and develop Tier 2 interventions.
- I have provided Tier 2 instruction for scholars in the one on one setting and in small groups. I have used games and math fluency practice to help scholars reach grade level.

Head Coach Connecticut Magic AAU Basketball Team

March 2012- Present

- Coach all games and practices and prepare plans to include all players while challenging them and giving them all opportunities to succeed on the court
- Teach basic skills such as rules of the game, passing, ball handling and shooting skills
- Interact with parents and help them advise children on how to improve basketball skills

Plainville Family Resource Network: Program Aide

July 2014-June 2016

- Assisted with the care and teaching of children up to age 5
- Organized field trips, in class activities and lesson plans including gross motor games, fine motor art projects and classroom activities to promote social learning among peers
- Worked in the classroom on daily setup, planning and data entry

Junior Varsity Girls Soccer Coach-St. Paul Catholic High School

August 2014-November 2014

Assistant Varsity Girls Soccer Coach-St. Paul Catholic High School

- Prepared practice plans and in season weight workouts
- Worked with goalies on agilities and hand eye coordination

Freshmen Girls Basketball Head Coach- St. Paul Catholic High School

August 2013-March 2017

Assistant Girls Varsity Basketball Coach-St Paul Catholic High School

- Prepared all freshmen practice plans

- Taught players both team and individual skills such as passing technique, defensive mechanics, mental toughness and team leadership
- Worked especially with guards on specific skills such as floor vision, ball handling and shooting
- Prepared and coached workouts in the pre and post seasons to develop athlete speed and strength

Nike Running Westfarms Athlete

May 2011-June 2012

- Taught customers information about all products such as benefits to each shoe
- Performed sizing and fittings of both apparel and shoe wear
- Performed all transactions on register
- Worked on shipments of apparel/shoes and organized back stock

LA Fitness – Front Desk and Kids Club Babysitter

June 2010-September 2010

- Worked at front desk performing tasks such as customer registration, bill pay and log in
- Called customers from around the country regarding billing issues
- Babysat children from ages 4 months to 12 years and engaged them in different activities such as gross motor games, fine motor art projects and simple sports

Student Teaching Placements

Greene-Hills School Bristol, Connecticut

September-November 2016

Head Teacher: Pat Onofrio

Second grade classroom

Toffolon Elementary School Plainville, Connecticut

July-August 2016

Head Teacher: Michaela Moore

Special Education preschool classroom

Field Work

Conard High School Guidance Department

September 2013-December 2013

- Sat in on school counseling meetings with students of all ages
- Engaged with college representatives during information sessions for college seniors
- Learned specific information regarding the senior college application process
- Worked the PSAT
-

Certifications

Early Childhood and Special Education Connecticut Certified (013)

First Aid Certified

Nonviolent Crisis Intervention Certified

VIRTUS Certified

Qualifications

All Microsoft Office Programs:

Microsoft Word, Microsoft Excel, Microsoft Power point and Microsoft Outlook

SMARTboard functions

Basic Google functions: Drive, Gmail, Docs, classroom etc.

Cash register functions and common register closeout procedures

Work Honors

Nike Running Westfarms Monthly MVP

Nike Running Westfarms Quarterly MVP

June 2011, March 2012
Quarter 1 (June-August) 2012

REBECCA FERRARO

PROFILE

I have been teaching children of various ages on and off for over 20 years. I began my teaching career at the high school level teaching English and French in the Bristol Public Schools while pursuing my Masters Degree in Elementary Education. Upon completion of the masters program, I began teaching Fourth grade. For the past thirteen years I have dedicated my time and talents working with preschool age children. I taught preschool for a year and then decided to stay home and raise my four children for eight years. I resumed my teaching career in August 2006 at the preschool level and remained there through June 2012. I taught at St. Joseph School in Bristol, CT for six years and was dedicated to providing my students with a quality preschool education.

EXPERIENCE

LEGAL ASSISTANT AT THE LAW OFFICE OF JOHN P. FEBBRORIELLO JUNE 2015-PRESENT

- Provide support to attorney, draft and prepare legal motions and documents, schedule clients and manage client files, send email correspondence and assist in the daily operation of the law firm

PRE-K 3 & 4 TEACHER, ST. JOSEPH SCHOOL, BRISTOL, CT 2006 - 2012

•preparing the children for kindergarten •introduced students to pre-writing and pre-math skills necessary for kindergarten readiness. •incorporated The Rowland Reading Series into the program that helps promote early literacy skills necessary for success in Kindergarten •devote my time and talents to providing all of my students with a quality education that sets a foundation for successful learning throughout their education. •Assessed student performance throughout the year •Conducted Individual student conferences

PRE-K 3 & 4 TEACHER, ST. ANTHONY SCHOOL, BRISTOL, CT 1997-1998
•preparing the children for kindergarten •introduced students to pre-writing and pre-math skills necessary for kindergarten readiness •incorporated The Rowland Reading Series into the program that helps promote early literacy skills necessary for success in Kindergarten •devote my time and talents to providing all of my students with a quality education that sets a foundation for successful learning throughout their education. •Assessed student performance throughout the year •Conducted Individual student conferences

FOURTH GRADE TEACHER, OUR LADY OF MT. CARMEL SCHOOL, WATERBURY, CT 1996-1997

- taught all subject areas including Religion, Math, Science, Social Studies, Reading

MASTERS INTERNSHIP PROGRAM BRISTOL CENTRAL HIGH SCHOOL, ENGLISH AND FRENCH TEACHER, BRISTOL, CT 1995-1996

•I participated in this Master's Internship program while pursuing my Master's degree to gain experience teaching at the high school level. As part of the program I was able to teach English and French at the high school level. I was placed in a position where I was able to teach English for part of the year and French for part of the year. •Wrote and taught dynamic lesson plans, prepared grades and report cards, conducted parent-teacher conferences

REBECCA FERRARO

EDUCATION

ITHACA COLLEGE, ITHACA, NY, BACHELOR OF ARTS IN BROADCAST
JOURNALISM, FRENCH MINOR MAY 1995

UNIVERSITY OF BRIDGEPORT, BRIDGEPORT, CT MASTERS OF
SCIENCE IN ELEMENTARY EDUCATION MAY 1996

SKILLS

I have continued training in •Microsoft Office and• SmartBoard Technology and use both on a daily basis in my classroom. I believe that that using integrated technology helps improve and enhance classroom learning

REFERRALS

Upon Request

Nicholas J. Migani

Education

- University of Hartford**, West Hartford, CT. 6th Year Certificate School Psychology **[Expected 5/17]**
- University of Hartford**, West Hartford, CT. M.S. School Psychology **[9/14 - 5/16]**
- Specialization in Child Clinical Counseling
- University of Connecticut**, Storrs, CT. B.A. **[9/09 - 5/12]**
- Major: Psychology Minor: Sociology
 - Graduated cum laude. Dean's List Liberal Arts and Science
- Stonehill College**, North Easton, MA. Major: Psychology **[9/08 - 5/09]**

School Psychology Experience

- Internship at Lyman Memorial High School, Lebanon, CT** **[9/16 - Present]**
- Worked approximately 1,200 hours internship experience in a 9-12 high school
 - Completed comprehensive cognitive and functional behavioral assessments
 - Conducted school based individual and group counseling
 - Conducted and instituted behavioral interventions
 - Helped institute the "Meant to Succeed" peer mentoring program
 - Provided parent and teacher consultations concerning student academic performance and behavioral concerns
- Practicum at Greene-Hill School, Bristol, CT** **[9/15 - 6/15]**
- Worked approximately 650 hours practicum experience in a K-8 school, predominately with the K-5 population
 - Completed comprehensive cognitive and functional behavioral assessments
 - Conducted school based individual and group counseling
 - Conducted social skills groups
 - Provided "Second Step" lessons in kindergarten classrooms

Related Experience

Intervention Specialist at Norwich Free Academy: Sachem Campus [9/12 - 6/15]

- Worked in the alternative campus with the most at risk students in public education in the Norwich, Connecticut school system
- Helped students who had academic and behavioral difficulties
- Attended daily meetings concerning, students progressions, difficulties, and behaviors

Distance Coach Indoor and Outdoor Track at Norwich Free Academy [11/12 - 6/17]

- Created training schedules, helped athletes identify and accomplish intrinsic and extrinsic goals, meet entry, liaison between students and faculty

Research Experience

Research Assistant, University of Connecticut, Clinical Psychology

- Dr. Marianne Barton's Optimal Outcome lab
- Assisted in research investigating the outcomes of children with ASD with early interventions

Research Assistant, University of Connecticut, Social Psychology

- Dr. Hart Blanton's JEDI Lab
- Assisted designing and implement experiments, entered data from experiments, and participated in weekly lab meetings

Assessment Skills

<p>Cognitive: WISC- V, WAIS – IV, WPPSI-IV, DAS-II, KABC-II, WJ-IV, UNIT-II, CTONI-II, SB-5</p>	<p>Social, Emotional, and Behavioral: BRIEF-2, BASC-3, GARS-3, Conners-3, ABAS-III, Vineland-2, SSIS, Beck Youth Inventory</p>	<p>Other: TAT, HTPP, and SYMLOG</p>
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Affiliations/Memberships

- National Association of School Psychologists
- Psi Chi Psychology Honor Society
- CIAC Certified Sports Coach

Coaches Going Before the Board of Education for Approval

Name: Timothy Barrette		Address: 262 Aldbourne Dr.	
City: Bristol	State: CT		Zip: 06010
Current Occupation: Teacher – Bristol Central High School			
Position: Asst. Football Coach	School: Bristol Eastern High School		Level: High School
Coaching/Playing Experience: Head Boys Basketball Coach Head Golf Coach Asst. Football Coach	Level: High School High School High School	Years: 10 years 4 years 8 years	
Date Paperwork Completed for Human Resources: 8/9/17			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: 9/19/16 – 9/18/21	
First Aid Current: Yes		Valid Dates: 8/21/16 – 8/22/18	
CPR Current: Yes		Valid Dates: 8/21/16 – 8/22/18	
Recommend to Hire Date: 8/9/17		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: John DeMartino		Address: 1289 New Britain Ave.	
City: West Hartford	State: CT		Zip: 06110
Current Occupation: Correctional Officer			
Position: Asst. Football Coach	School: Bristol Eastern High School		Level: High School
Coaching/Playing Experience: Played Football Volunteer Football Coach Owned and Operated Bell City Fitness	Level: High School and College High School High School - Adults	Years: 8 years 1 years 5 years	
Date Paperwork Completed for Human Resources: 8/8/17			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: Pending	
First Aid Current: Yes		Valid Dates: 8/21/17 – 8/20/19	
CPR Current: Yes		Valid Dates: 8/21/17 – 8/20/19	
Recommend to Hire Date: 8/8/17		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Caitlin Tracy		Address: 35 White Oak Drive
City: Harwinton	State: CT	Zip: 06791
Current Occupation: Bristol Adult Resource Center and Environmental Learning Center		
Position: Asst. Volleyball Coach	School: Bristol Central High School	Level: High School
Coaching/Playing Experience: Played Volleyball Coached SPED Cycling Teach Summer Camp Lifeguard Coached Volleyball	Level: MS - HS - College MS - HS Elem. - HS Elem. - HS Youth and HS	Years: 8 years 17 years 11 years 10 years 5 years
Date Paperwork Completed for Human Resources: 8/28/17		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: 11/25/13 - 11/24/18	
First Aid Current: Yes	Valid Dates: 6/1/17 - 6/1/18	
CPR Current: Yes	Valid Dates: 6/1/17 - 6/1/18	
Recommend to Hire Date: 8/28/17	By: Christopher Cassin - Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Stephanie D'Angelo		Address: 88 Council Dr.	
City: Bristol	State: CT		Zip: 06010
Current Occupation: Para Educator – Chippens Hill MS			
Position: Head Cheerleading Coach	School: Bristol Eastern High School		Level: High School
Coaching/Playing Experience: Cheerleader Tennis Instructor	Level: HS - College Youth - HS	Years: 8 years 4 years	
Date Paperwork Completed for Human Resources: 8/8/17			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: Pending	
First Aid Current: Yes		Valid Dates: 8/21/16 – 8/22/18	
CPR Current: Yes		Valid Dates: 8/21/16 – 8/22/18	
Recommend to Hire Date: 8/8/17		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Paul Hylan		Address: 126 Old Orchard Rd.	
City: Bristol	State: CT		Zip: 06010
Current Occupation: SPED Teacher Bristol Central High			
Position: .5 Cross Country Coach	School: BEHS School		Level: High School
Coaching/Playing Experience:	Level:	Years:	
Volunteer Cross Country Coach	High School	2 Years	
Volunteer Indoor Track	High School	2 Years	
Unified Sports	High School	5 Years	
Boys Lacrosse	High School	3 Years	
Asst. Outdoor Track	High School	2 Years	
Date Paperwork Completed for Human Resources: 9/1/17			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: Pending Re-certification	
First Aid Current: Yes		Valid Dates: 8/28/17 – 8/27/19	
CPR Current: Yes		Valid Dates: 8/28/17 – 8/27/19	
Recommend to Hire Date: 9/1/17		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Vincent Guarda		Address: 44 Litchfield Ln.
City: Bristol	State: CT	Zip: 06010
Current Occupation: Para – Bristol Central High School		
Position: Asst. Football Coach	School: BCHS	Level: High School
Coaching/Playing Experience:	Level:	Years:
Coached Baseball	High School	5 years
Asst. Basketball Coach	High School	5 years
Varsity Softball Coach	High School	3 years
JV Basketball Coach	High School	12 years
Vol. Football	High School	2 year
Played Football	High School - College	5 years
Date Paperwork Completed for Human Resources: 8/23/17		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: 11/17/15 – 11/16/20	
First Aid Current: Yes	Valid Dates: 3/16/17 – 3/15/19	
CPR Current: Yes	Valid Dates: 3/16/17 – 3/15/19	
Recommend to Hire Date: 8/23/17	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Jason Stafford		Address: 18 Mandy Ln.
City: Bristol	State: CT	Zip: 06010
Current Occupation: Teacher – West Bristol		
Position: Volleyball Coach	School: West Bristol School	Level: Middle School
Coaching/Playing Experience: Athletic Coordinator Coached Basketball Coached Tennis Coached Soccer	Level: MS HS HS MS	Years: 2.5 years 5 years 3 years 2 years
Date Paperwork Completed for Human Resources: 8/31/17		
Certification Required: Yes		
Coaching Permit Current: Yes	Valid Dates: 5/25/17 - 5/24/22	
First Aid Current: Yes	Valid Dates: 9/6/17 – 9/5/19	
CPR Current: Yes	Valid Dates: 9/6/17 – 9/5/19	
Recommend to Hire Date: 8/31/17	By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

Coaches Going Before the Board of Education for Approval

Name: Joseph Capitani		Address: 5 Myra Ln.	
City: Burlington	State: CT		Zip: 06013
Current Occupation: Teacher – Chippens Hill Middle School			
Position: Faculty Manager	School: West Bristol		Level: Middle School
Coaching/Playing Experience: Coached Girls Basketball Coached JV Soccer Coaches Soccer	Level: High School High School Middle School	Years: 9 Years 1 Year 2 Years	
Date Paperwork Completed for Human Resources: 9/6/17			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: 3/10/16 – 3/9/21	
First Aid Current: Yes		Valid Dates: 9/10/18 – 9/9/18	
CPR Current: Yes		Valid Dates: 9/10/18 – 9/9/18	
Recommend to Hire Date: 9/6/17		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

BUDGET JUSTIFICATION/NARRATIVE

McKinney-Vento EHCY Funds Fiscal Year 2017

Grantee Name: Bristol Public Schools

Line Items	Description
100	<p>Total=\$7,820</p> <p>Grant coordinator-156 hours x \$31.15/hr=\$4,860</p> <p>0.05FTE grant clerk=\$2,218.</p> <p>0.01 FTE grant accountant=\$742</p> <p><i>Related to Objectives A, B, C, D, E, F</i></p>
200	<p>Employee Benefits =\$1390</p> <p>0.05 FTE grant clerk=\$648</p> <p>0.01 FTE grant accountant =\$732</p> <p><i>Related to Objectives D</i></p>
300	<p>Before/after care, summer camp, vacation program tuition=\$5,000</p> <p><i>Related to Objectives C</i></p>
400	
500	<p>Pupil transportation for before/after school tutoring, summer camp, vacation programs=\$3,000</p> <p><i>Related to Objectives B, C</i></p>
600	<p>School supplies and clothing=\$2,790</p> <p><i>Related to Objectives A,C</i></p>
700	
800	
917	
	<p>TOTAL \$20,000</p>

IMPORTANT:

1. Provide budget line item descriptions and include how each proposed expenditure was calculated.
2. Budget information must be aligned with how the requested grant funds will be expended in relationship to the objectives and activities identified in the original application (RFP #078 Published: May 7, 2015).
3. "Indirect Costs" are allowable only for agencies with a CSDE approved indirect rate.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

BRISTOL PUBLIC SCHOOLS
129 CHURCH STREET PO BOX 450
BRISTOL, CT 06011-0450

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.196A
SDE Project Code: SDE000000000002

Grant Number: 017-000 12060-20770-2018-82079

2 Grant Title

EDUCATION OF HOMELESS CHILDREN AND YOUTH

5 Award Period

7/1/2017 - 6/30/2018

3 Education Staff

Program Manager:
Louis Tallarita 860-807-2058

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$20,000

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved.

8/24/2017

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services

Policy Personnel – Certified**Compensation Guides and Contracts****Basic Policies**

The Board agrees that the salaries of teaching personnel shall be based on the minimum qualifications of the bachelor's degree. Such personnel shall receive additional adjustments in accordance with the provisions of the prevailing contract agreements.

Salary Schedule

Refer to prevailing contract agreement.

Remuneration to Department Heads/Coordinators

Refer to prevailing contract agreement.

Extra Pay for Extra Duty

Refer to prevailing contract agreement.

Withholding of Pay Adjustments

It shall be the policy of the Board of Education to withhold pay adjustments in the case of any professional staff member whose performance has been adjudged unsatisfactory. In the case of a staff member at the maximum pay step, should there be a change in salary schedule such would not be granted in lieu of pay adjustments; the amount withheld not to exceed the largest pay advancement on the new schedule.

Longevity and Professional Growth

Refer to prevailing contract agreement.

Salary Step Credit for Prior Service

Recognizing that in Connecticut, in the absence of local contractual language to the contrary, a local Board has total discretion to grant or not grant any salary step credit for prior service to teacher candidates on their initial hiring under a contract in Bristol, the Board of Education adopts the following policy in that matter:

1. No teaching service credit shall be granted for any service performed more than ten years prior to September 1 of the year of hiring in Bristol.

No credit shall be granted for service of less than one-half time basis.

No credit shall be granted for service rendered on a per diem or hourly pay basis.

2. Credit for active military service, peace corps, or vista service shall be granted under the provisions of the group contract for initial Bristol salary step placement separate from any service limits spelled out elsewhere in this policy.

3. Excepting number 2 (file 4140, no more than five years of prior teaching service shall be credited to any candidate on being hired under contract in Bristol (i.e., Step 6 limit). The appropriate degree level will be honored in all cases consistent with contractual provisions; i.e., graduate study completed either by September 1 or February 1 of the particular school year as related to the teacher's starting date.

4. In computing prior teaching service, consistent with long-standing past practice, each prior full year of half-time service shall convert, for service credit purposes, to one half-year of service.

5. In computing prior teaching service, consistent with long-standing past practice, any or all previous partial years of service a candidate may have will be added up by months of such service and converted to a total representing its full-time equivalent years of service, based on a ten-month teaching year excluding July and August.

6. For a teacher hired in Bristol later than the first contractual day in September, the teacher's service credit shall be computed as of the first contractual day in September. The group contract language covers the computation of that service time in Bristol for purposes of step placement the following September. (Such shall also include credit for service rendered in another school system between the first contractual day in September and the actual starting date in the Bristol Public School System.)

7. The Board of Education shall reserve the right, as in the past, to consider significant prior experience outside of teaching for initial salary step placement. Such experience might include related industrial or business experience, work for a hospital or social agency (as with social workers, psychologists), etc.

8. Finally, the Board of Education shall reserve the right to make exceptions to the normal five-year limit and/or the ten-year lapse limit in instances when, in its judgment, it would otherwise be unable to employ a candidate who is both certified and qualified for a position.

Policy Adopted: June 7, 1995

Students

Truancy

Introduction and Definitions

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused" and "disciplinary" absences.

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

Students

Truancy

Remediation of Truancy (continued)

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
- (b) a requirement to complete a summer school program successfully before being promoted to the next grade.

Students

Truancy (continued)

Remediation of Truancy (continued)

8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
10. If in existence, refer the child to the children’s probate court truancy clinic.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. Parents or other persons having control of each child shall be notified of such truancy model. (Note: The SDE is required to identify these effective truancy intervention models by 8/15/17.)

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District’s chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such

Students

Truancy

Chronic Absenteeism (continued)

truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Legal Reference: Connecticut General Statutes
10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)
10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136 and PA 16-147)
10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences"
10-198c Attendance review teams (as amended by PA 17-14)
10-198d Chronic absenteeism
10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)
45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)
10-220(c) Duties of boards of education (as amended by PA 15-225)
10-202e-f Policy on dropout prevention and grant program.
10-221(b) Board of education to prescribe rules.
Campbell v New Milford, 193 Conn 93 (1984).
Action taken by the State Board of Education on January 2, 2008, to define "attendance."
Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.

Policy adopted: September 12, 2017

Existing Policy**Students****Attendance/Excuses/Dismissal****Attendance**

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Excuses

A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. [See Form 5113]

Students

Attendance/Excuses/Dismissal

Excuses (continued)

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Students

Attendance/Excuses/Dismissal

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Chronic Absenteeism - Definitions

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Absence: An excused absence, unexcused absence or disciplinary absences, as those terms are defined by the State Board of Education.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.

A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a

Students

Attendance/Chronic Absenteeism continued

District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. *(SDE to develop by 1/1/16.)*

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

(cf. 5142 - Student Safety)
(cf. 5113.2 - Truancy)
(cf. 6113 - Released Time)

Legal Reference: Connecticut General Statutes

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
10-185 Penalty
10-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes.)
10-199 through 10-202 Attendance, truancy - in general
Action taken by State Board of Education on January 2, 2008, to define "attendance."
Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

Policy adopted:

Policy Revised: September 13, 2017

**BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut
EXCUSED ABSENCE FORM**

Student: _____

Grade: _____

School: _____

Date(s) of absence: _____

CT Statute 10-210 Reasons for excused absence:

- Illness (documentation may be required)
- Death in Family/Funeral
- Court Appearance (documentation required)
- Doctor appointment (documentation required)
- Dentist appointment (documentation required)
- Religious Observance
- Transportation no-show
- Extraordinary educational opportunity
- Other _____

Parent/Guardian Signature: _____

For Office Use

Absence Number _____

Excused _____

Unexcused _____

REVISED POLICY to INCLUDE CHANGES IN STATUTE

Students

Suspension and Expulsion/Due Process

It is the goal of the Bristol Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student. (or: Such suspensions may be served in any school building under the jurisdiction of the Board of Education. ~~The Board has determined that in-school suspensions shall be served in the following District schools: Bristol Central HS, Bristol Eastern HS, Chippens Hill MS and West Bristol K-8 School.~~
4. **“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. All suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve, inclusive) shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **"Expulsion"** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.
6. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **"Days"** is defined as days when school is in session.
8. **"School-sponsored activity"** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **"Deadly weapon"** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
11. **"Firearm"** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **“Alternate education”** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S 10-15 & 16. ~~(180 days/900 hours) Effective with the start of the 2017-18 school year.~~

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

Students

Suspension and Expulsion/Due Process (continued)

D. Suspension and Expulsion

1. A student may be suspended (in-school) or suspended (out-of-school) or expelled (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
 - a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
 - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
 - c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
 - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
 - f. Deliberate refusal to obey the directions or orders of a member of the school staff;
 - g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
 - h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
 - i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
 - j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
 - k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
 - l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols;
 - m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;

Students

Suspension and Expulsion/Due Process

D. Suspension and Expulsion (continued)

- n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Unauthorized smoking.
- z. Persistent Disobedience

Students

Suspension and Expulsion/Due Process (continued)

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is “seriously disruptive of the educational process,” the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

Students

Suspension and Expulsion/Due Process

F. Mandatory Expulsion (continued)

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and uses, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy club, black jack, bludgeon or metal knuckles.
- ~~5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.~~

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph C, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure (continued)

If an emergency situation exists, the hearing outlined in paragraph G (3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, at least five (5) business days before such hearing, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in

Students**Suspension and Expulsion/Due Process (continued)**

such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the student's and his/her parent's/guardian's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast. However, the Board may retain a Hearing Officer to act on its behalf. (In reference to Expulsion Hearings, the term "Hearing Officer" may be substituted for "Board of Education").
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity.
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

- h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

- h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing. For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program. to be paid by the requesting party.

Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. The notification shall include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

J. Students with Disabilities/Life Limiting Functions

A special education student's IEP and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school

Students

Suspension and Expulsion/Due Process

Students with Disabilities/Life Limiting Functions

administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene a Planning and Placement Team meeting, or **Section 504 Manifestation Determination meeting** to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or life limiting function, if the conduct in question was the direct result of the District's failure to implement the IEP or **504 Plan**. A student may be suspended for up to ten days pending the PPT or **504 team** determination.
2. If the District, parent and relevant members of the IEP/**504** team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP/**504** team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP/**504** team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP/**504 Plan**, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP/**504 Plan** to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.

Students

Suspension and Expulsion/Due Process

J. Students with Disabilities (continued)

4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by
5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, “weapon” means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. “Serious bodily injury” is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.
6. In order for the district to unilaterally obtain a 45-day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

Alternative Educational Opportunity

1. The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity which shall be equivalent to alternative education, as defined, **by CGS 10-74j**, with an individualized learning plan.
2. (a) if the Board provides such alternative education, or (b) in accordance with the standards adopted by the State Board of Education, which includes the kind of instruction to be provided and the number of hours to be provided, during the period of expulsion.
3. Any parent or guardian of such student, **between the ages of 17 and 18**, who does not choose to have his or her child enrolled in an alternative educational ~~program~~ **opportunity** shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes.

Students

Suspension and Expulsion/Due Process

4. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student who is seventeen (17) years of age or older to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded.

4. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is also required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or
2. Offering an illegal drug for sale or distribution.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.

2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

3. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.

Students

Suspension and Expulsion/Due Process

4. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually in Student-Parent Handbooks.

Students Suspension and Expulsion/Due Process

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96 and PA 16-147.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Policy Adopted: January 3, 2007

Revised: July 8, 2009

Revised: February 3, 2010

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Revised: September 12, 2017

Bristol Public Schools

Mandatory Revision

Students

Student Records; Confidentiality

Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations, The No Child Left Behind Act of 2001, and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

For the purposes of this policy:

“Parent” means a natural parent, an adopted, or a legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student. A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

“Student” means an individual who is or has been “in attendance” in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students “attend” classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

“Student record” means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an

Students

Student Records; Confidentiality

employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

“Student record” (continued) Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual’s previous attendance as a student are “education records” under FERPA regardless of when they were created or received within the school system. Student records shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. Records of the law enforcement unit of the District or school are not considered student records.

“Law Enforcement Unit” means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.

“Substitute” means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

“School Official” means a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

“Authorized Representative” means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

“Education Program” means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

Students

Student Records; Confidentiality (continued)

“Early Childhood Education Program” means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children’s cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

“Directory Information” means information contained in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent’s name and/or e-mail address, student’s name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student’s social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student’s ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/She will develop procedures (administrative regulations) providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.

Students

Student Records; Confidentiality (continued)

3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.
4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent/guardian with an opportunity to seek the correction of the student's education records through a request to amend the records. If the District decides that an amendment of the records as requested is not warranted, to inform the parent/guardian or eligible student and advise him/her of the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.
9. Annually informing parents under what conditions that their prior consent is not required to disclose information.
10. Ensuring the orderly retention and disposition, per applicable state statutes, of the District's student records.
11. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.
12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to

Students

Student Records; Confidentiality (continued)

protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records. (as amended by PA 17-68, Section 4)

10-154a Professional communications between teacher or nurse & student.
Connecticut General Statutes (continued)

10-209 Records not to be public.

10-221b Boards of education to establish written uniform policy re: treatment of recruiters.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011)

Students

Student Records; Confidentiality (continued)

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)

P.L. 112-278 “The Uninterrupted Scholars Act”

Policy adopted: March 1, 1995
revised: March 6, 1996
revised: February 7, 2007
revised: September 12, 2017

A revised recommended policy.

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

Annually, each student enrolled in grades three through eight inclusive shall take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during any month of the school year. (Currently administered during the last 12 weeks of the school year). Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. (Connecticut SAT School Day in English language arts and math examination) Each student enrolled in grade five, eight, and ten (Grade 11, in lieu of Grade 10 beginning in the 2018-2019 school year) shall, annually, in March or April, take a state-wide mastery examination that measures essential and grade appropriate skills in science. (CMT Science – grades 5 + 8 and CAPT Science – grade 10) The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

Note: *Students in Connecticut participate in the Smarter Balanced Assessments in English, language arts, literacy and mathematics in grades three through eight inclusive. In science, students participate in the Science CMT in grades five and eight and the science CAPT in grade ten.*

Student scores on each component of the statewide eleventh grade state assessment may/shall be included on the permanent record and transcripts for eleventh grade students. For each eleventh grade student who meets or exceeds the statewide mastery goal level on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component.

The school District (excludes endowed or incorporated high schools) may not require achievement of a satisfactory score on a mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

All English learners (ELs) including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

All students identified as English Learners (EL) regardless of how long they have been enrolled in school shall take the mastery examination in all content areas (reading/language arts, mathematics, science). Scores on each component of the mastery examination for English learners who have been enrolled in school in this state or another state for fewer than twenty (20) school months shall not be used for the purposes of calculating the school performance accountability index for two years as defined in C.G.S. 10-223e.

Instruction

Statewide Proficiency/Mastery Examinations (continued)

Scores from year 1 is ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived ELs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the CMT/CAPT Skills Checklist, regardless of the one school year exemption option.

Any alternate assessment, including the CMT/CAPT Skills Checklist and the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the CMT/CAPT Skills Checklist/Science in grades five, eight and ten.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 - Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207, Section 115 of PA 14-217, PA 15-238 and PA 17-14)
10-14o Compensatory education grant. Financial statement of expenditures.
10-14p Reports by local and regional boards re instructional improvement and student progress.
10-14q Exceptions (as amended by PA 01-205)
10-223e Statewide education accountability plan.
PA 15-238 An Act Concerning Students Assessments
PL 107-110 – Title I, 34 CFR Part 200
34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.